UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Adult Education

2223-2-E1901R129

Course title

**Adult age and old age between solitudes quiet and resless **

Topics and course structure

After a first part of the course focused on some of the main issues of adult and elderly education in our contemporaneity, the attention will be turned to the experience of the many loneliness with which adults and children are confronted or, on the contrary, collide. old, today. Loneliness, in fact, can be chosen or suffered, blessed, or on the contrary, cursed.
Hence, the gaze towards the solitude of singles, of young mothers struggling with their first child, perhaps separated. There is the loneliness of the old "wise" or "desperate". The one that borders on the condition of marginalization (think of the homeless, but not only), as well as the loneliness that coincides with the social withdrawal of young adults.
Furthermore, there is the loneliness of those who experience extreme experiences, the loneliness of migrants and, finally, that of those who cultivate a divergent thought at times rebellious.
It is on some of these faces of solitude that we will focus in the course, Through the reference to philosophers and psychiatrists, such as Kierkergaard, Nietzsche, Shopenhauer and Borgna; to the literature of the twentieth century and to poetry. Cinema could not be overlooked, which has staged many phenomenologies of loneliness in adulthood and old age.
If the condition or experience of loneliness turns into vulnerability or injury, we will try to question ourselves about the potential of the narrative educational intervention.
During the course, a qualitative micro-research will be developed that will require students to carry out at least two interviews and their analysis. Consequently, time will be devoted to the methodology of the narrative and semi-structured interview, to the construction of the track and to the criteria for analyzing the collected narratives.

Objectives

- knowledge and understanding a) of the epistemological status of adult education and of the possible critical issues / drifts concerning it in our contemporaneity; b) the meaning of educational care and educational relationship in life situations marked by suffered loneliness and at the origin of crises in adulthood and old age;
- ability to relate differentiated knowledge and models with respect to the readings of adult education and the acting of care, for example, technical care and educational care. Obviously, all this refers to the question of the problematic loneliness of adults and the elderly;
- ability to apply knowledge and models inherent to the narrative and self-reflective approach.
- To be able to orient the care relationship in an educational and narrative direction.

Methodologies

Frontal lessons; indindividual exercises and works in small group; analysis of practices case; vision and discussion of film.

Online and offline teaching materials

Slides; Analisys of case; Discussion of films.

Programme and references for attending students

E.Borgna, *In dialogo con la solitudine*, Einaudi, Torino, 2011
M. Castiglioni (a cura di) *Per una pedagogia dei transiti nell'età adulta*, ETS, Pisa, 2019.
E.M., Cioran, *La tentazione di esistere*, Gli Adelphi, Milano; oppure:
E. De Luca, *Il peso della farfalla*, Feltrinelli, Milano, 2011; oppure,
P.Giordano, *La solitudine dei numeri primi*
S.Kierkegaard, *Diario. Solitudine e dialogo interiore,* Fabbri Editore.

Programme and references for non-attending students

E.Borgna, *In dialogo con la solitudine*, Einaudi, Torino, 2011
M. Castiglioni (a cura di) *Per una pedagogia dei transiti nell'età adulta*, ETS, Pisa, 2019.
E.M., Cioran, *La tentazione di esistere*, Gli Adelphi, Milano; oppure:
E. De Luca, *Il peso della farfalla*, Feltrinelli, Milano, 2011; oppure,
P.Giordano, *La solitudine dei numeri primi*
S.Kierkegaard, *Diario. Solitudine e dialogo interiore,* Fabbri Editore.
L.Bruzzone, L.Zannini, *Sfidare i tabù della cura, FrancoAngel*i, Milano, 2022.

Assessment methods

Type of test: Oral exam and presentation of an individual and / or small group project (max 3 students);

Evaluation criteria: accurate knowledge of the texts in the bibliography, ability to critically re-elaborate the concepts learned; ability to develop connections between the course and the texts, as well as, between the texts themselves, properties of pedagogical language.

Office hours

The presence of Prof. Castiglioni will begin in U6 4 Floor room 4161.

-10 January from 14.00 to 15.30;

-24 January from 11.00 to 12.30:

-8 February from 11.00 to 12.30

-21 February from 11.00 to 12.30.

They will work alongside the teacher, Dr. Nadia Rossi, Dr. Elisa Tona and Dr. Cinzia Trimboli.

Programme validity

The programme during two years.

Course tutors and assistants

Course tutor: Dott.ssa Elisa Tona, Dott.ssa Nadia Rossi e Dott.ssa Cinzia Trimboli.

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING